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EDUCATION REFORM SUPPORT PROGRAM (ERSP)

YEAR 5 - QUARTERLY REPORT 2 OCTOBER 1, 2013 - DECEMBER 31, 2013



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Education Reform Support Program (ERSP)

Quarterly Report October 1, 2013 to December 31, 2013

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Executive Summary

This second quarterly report for Year Five of ERSP covers the period between October 1, 2013 and December 31, 2013.

During this quarter, the recently appointed Minister expressed interest in steering the Ministry away from the ERfKE reform and into a new undefined direction. As a result ERSP faced more bureaucratic delays than usual. Meanwhile, the new Director of the ETC faced a steep learning curve to get up to speed on the many ERSP-related activities under her auspices.

The Early Childhood Education component continued to be actively engaged in the work of the ECE Regional Working Groups, which are now planning for a national ECE Campaign to kick off next quarter. The ETC implemented training of 272 principals on support to kindergartens, as well as the exam for grades 1-3 teachers who were trained in the summer. The engineering team concluded work on all 58 kindergartens under Cluster 7 during the reporting period, as well as supplied 72 rented kindergartens with educational materials. Refurbishment work on the remaining 76 kindergartens in Cluster 8 will begin in earnest next quarter.

The Youth, Technology and Careers component was busy implementing the School to Career program in 58 schools, and the Life Skills through Sports program in 21 schools, according to plan. The team earned two large donations from the private sector, only to be prevented from delivering the funds to the schools by MoE bureaucracy. Renovation and furnishing work was concluded on the remaining counselor offices, with computers to be delivered at the start of the next semester. The final set of school sports areas major renovations work was completed. The support to QRC's e-learning team concluded this quarter, with the implementation of the final workshop and ceremony in early October.

The Professional Development component continued implementing its Induction program's specialized phase, reaching 618 newly hired teachers. ERSP hosted a ceremony to honor the winners of the National School Success Story competition, with over 400 guests from around the Kingdom in late November. Several ERSP-trained teachers and principals were among the winners of the Queen Rania Award for Excellence in Education, a national symbol of recognition for high caliber educators. ERSP's support for the OpenEMIS system continued to advance on two data sub-systems. ERSP also initiated the long awaited forward thinking effort to develop a continuous professional development for leadership framework facilitating collaboration between the MoE and key donor projects. The newly constructed schools drew national attention this quarter, when U.S. Ambassador to Jordan Stuart Jones and USAID Mission Director Beth Paige joined the community of Irhaba for the inauguration of the Aisha Al Ba'ouneya Basic School. More inaugurations are anticipated in the coming quarter.

The Data Use component continued its engagement with schools and Field Directorates on the timely use of data for improved decision-making. By mid-November, all schools in Jordan with the exception of one FD had been trained on the program. Through extensive follow-up visits, ERSP ensured that each of the 550 ERSP trained school and every FD had created an action plan based on priorities generated through the EMIS. The Planning Directorate displayed a high level of proactive engagement and ownership by supporting the accessibility of data and following up on its use for planning by schools and FDs. The Data Use team also began work in earnest on the second Data Dialogue event, anticipated in March.

In the next quarter, ERSP will begin the final semester of implementation and continue supporting the transition of programs according to schedule. The project will focus on ensuring that all MoE counterparts have the resources and documentation they need for the sustained implementation of the transitioned programs.

Acronyms

CBOs	Community Based Organizations
CTP	Comprehensive Training Program
CTT	Core Training Team
CPDL	Continuous Professional Development Framework
DCU	Development Coordination Unit
DU	Data Use
ECD	Early Childhood Development
ECE	Early Childhood Education
EMIS	Education Management Information System
ERfKE	Education Reform for Knowledge Economy
ERSP	Education Reform Support Program
ETC	Education Training Center
FD	Field Directorate
FGD	Focus Group Discussions
G1-3	Grade 1 to 3
ICT	Information Communication Technology
JEI	Jordan Education Initiative
KG	Kindergarten
KPI	Key Performance Indicator
LStS	Life Skills through Sports
M&E	Monitoring and Evaluation
MIS	Management Information Stream
MIS	Monitoring and Information System
MoE	Ministry of Education
NCS	Newly Constructed Schools
PCP	Parent-Child Packages
PD	Professional Development
PE	Physical Education
PICs	Parental Involvement Coordinators
PI	Parental Involvement
Q2	Quarter 2
QA	Quality Assurance
QAME	Quality Assurance and Monitoring & Evaluation
QRC	Queen Rania Center
SAT	School Assessment Tool
STC	School-to-Career
TOT	Training of Trainers
RWG	Regional Working Groups
YLM	Youth Livelihood Mapping
YTC	Youth, Technology and Careers
Y4	Year 4
Y5	Year 5

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Program Description and Goal

Overview of the Program

The purpose of the Education Reform Support Program (ERSP) is to build on the experiences and successes of the Education Reform for a Knowledge Economy (ERfKE), and focus on particular aspects of the Ministry of Education policies, strategies and outreach systems in keeping with the reform vision. ERSP is assisting the education sector to develop the capacity to implement and sustain specific objectives of the second phase of ERfKE. The objectives of ERSP are:

- Introduce consistent models and processes that establish institutional structures, systems and resources;*
- Develop and implement effective school-level training and support programs; and*
- Establish a critical mass of schools in which the models and processes have been implemented successfully with full participation of Ministry staff, supervisors, principals and teachers.*

Program Component Areas

There are four areas designated by the MoE and USAID for ERSP support:

- 1. **Early Childhood Education (ECE):** renovate and furnish kindergartens (KGs), enhance ECE approaches applied by teachers, build principals' capacity to manage ECE resources, increase parental involvement in their children's development, and support the institutionalization of the Quality Assurance system.*
- 2. **Youth, Technology, Careers (YTC):** build the capacity of school counselors, teachers and supervisors to provide students the skills they need to participate productively in the workforce through: capacity development, renovation and equipping counseling centers, offices, and playgrounds, and supporting the effective implementation of MIS online.*
- 3. **Professional Development (PD):** assist in the establishment of an in-service system for the professional development of teachers, principals and supervisors, support the implementation of an induction program for newly appointed teachers, and build institutional capacity within the MoE to provide effective PD systems for education professionals. ERSP also provides intensive professional development and whole school development support to the MoE newly constructed schools funded by USAID.*
- 4. **Data Use for Decision Making (DU):** assist in the planning process at school, field directorate and central levels through enhancing access to data and the capacity to utilize it effectively in decision making.*

Summary for the Quarter

In the second quarter of the fifth year of implementation, the Ministry of Education and ERSP advanced the transition of activities across component areas with attention to quality. Below are a few important successes, challenges and next steps; the detailed lists by component area are provided in the sections after. In Annex 1 the detailed activity matrix that coincides with the annual work plan is provided.

Successes Achieved this Quarter

- The Departments within the MoE that have shown the most promise throughout ERSP continued to shine as they moved toward full ownership of ERSP programs, particularly in the ECE, PD and DU components.

Challenges

- Unfortunately the new Minister has proven to be uninterested in the existing reform agenda, has publicly questioned its merit and requested a new strategy be developed to take

the Ministry in a new direction. This puts in jeopardy the gains that have been made after nearly ten years of ERfKE.

- The ETC Director continues to be challenged by understanding the full operational functioning of the ETC, its needs, relationships with donors and strategic priorities.
- The decision making process and locus of authority within the Ministry became more confused than ever during the reporting period.

Associated Actions

- ERSP will continue to advocate for the goals of the ERfKE reform as the Ministry reconsiders its strategy, and will provide as much support as possible to the leadership of the critical ETC Directorate.

Program Component Area 1: Early Childhood Education

ERSP is assisting the Ministry's ECE Department to enhance its capacity and help it to recruit and train more ECE supervisors, improve systems for implementing the national ECE program, renovate and furnish kindergarten classrooms and playgrounds, and train teachers to use resources in a way that is developmentally appropriate, and enhance the KG quality assurance system. ERSP will participate in ECE policy development activities as well as development of training program materials to be implemented by the MoE. ERSP will support the training of Grades 1-3 (G1-3) teachers in a thematic approach to the curriculum that takes into account the developmental learning needs of this age group.

Objective 1.1 Strengthened Capacity of Ministry ECE Staff

Successes Achieved in Quarter 2

- An initial draft of the KG Rationalization Study was developed.
- An ECD Day was conducted in Mu'attah University in late October by the ECD South Regional Working Group (RWG). The conference was attended by a large number of university students, professors and representatives of the media and local community. One of the main recommendations of the conference was that there is a need to raise public awareness of the importance of investing in KGs and increase the KG enrollment in Jordan.
- A workshop for media representatives were conducted in cooperation with Jerash University also in late October. The workshop focused on the role of media in raising public awareness of the of KG enrollment and in encouraging the private sector to invest in KGs.
- The Mayor of Aqaba led a meeting in Aqaba District on November 11th with CBOs and the private sector. The meeting focused on ways to promote collaboration between the private sector, CBOs and the MoE to advance the cause of KG enrollment.
- ERSP supported the RWGs to prepare for a "National Campaign to Support KGs". The idea behind this campaign evolved from several meetings and conferences conducted under the RWGs initiative. The campaign will aim to raise awareness among the public in Jordan of the importance of KG and to encourage the private sector to be more proactive in supporting KGs either by investing in private KGs in areas of high demand or by supporting the MoE and CBOs to open more public KGs. Several partners were approached by the MoE to participate in this campaign, including Greater Amman Municipality, Save the Children International, Jordan River Foundation and Roya TV.
- The ETC agreed to use the supervisors' package that was developed with ERSP support in Y3 for newly appointed KG supervisors. This decision was made after long discussions



with ETC, which still does not have a clear vision on the role of supervisors in general. Therefore using the existing materials is the best option for now.

Challenges

- In the last month of the quarter, work on finalizing the KG Rationalization Study stopped because of the intensive engagement of the MoE central staff with Tawjihi.
- The responsibility for private KGs, including those based in CBOs, was moved from the ECD Directorate to the Private Education Directorate. This makes it difficult to support private CBO-based KGs because the Private Education Directorate is serving all private sector educational institutions and invests minimal attention and effort on KGs.
- As a result of moving the supervision on the private KGs from the ECD Directorate to the Private Education Directorate, the MoE stopped deploying KG teachers to CBO-based KGs. This is disappointing because it was another potential method of opening more free or low-cost KGs.

Actions to be Taken

- Finalize and translate the KG Rationalization Study.
- Advocate with the MoE and General Education Directorate to resume providing teachers to CBO-based KGs.

Objective 1.2 Improved and Sustained Early Childhood Facilities

Successes Achieved in Quarter 2

- The ECE team conducted 59 support visits to Cluster 6 and 7 kindergartens, and attended 9 opening ceremonies from cluster 7.
- The construction of a KG with funding from Ayla Aviation is almost complete. The Aqaba Field Directorate is now looking for more funding to furnish and equip the KG.
- A shorter list of essential items to be installed in KGs was developed and approved by the ECD Directorate to be shared with donors.
- A first draft design of a G1-3 reading instruction aid was developed. It will be finalized, tested and produced during next quarter. ERSP also plans to develop a math instructional aid.
- All 58 KGs in cluster 7 were successfully refurbished.
- Received the final list for cluster 8 from the MoE with 76 KGs, an increase of 23 over the original target of 53 KGs for the final cluster.
- The engineering team completed the assessment for cluster 8 in North, Central and South regions, as well as the bidding for cluster 8.
- The engineering team completed delivering educational materials for 72 rented schools.

Challenges

- The number of KG supervisors is still insufficient compared to the number of KG classrooms. Some Field Directorates have no KG supervisors at all. Therefore when the ECE team conducts support visits to KGs, they have to engage the parental involvement coordinators (PICs) in each FD.

Actions to be Taken

- The ECE team will continue visiting the remaining KGs from cluster 7. As the KGs from cluster 8 are completed, they will also be included in the visits.

Objective 1.3 Enhanced Skills and Behaviors of ECE Personnel

Successes Achieved in Quarter 2

- 282 KG principals were trained on the principals' package. This is the second round of principals training. (The first round was in Y3 in which 528 principals were trained.)

- Grade 1-3 teachers who were trained in the summer took the online exam this quarter, which was the last step in their evaluation process. Seventy-five percent of these teachers passed the test. Those who did not pass will be invited during the second semester to attend a makeup test.
- The ECE team worked with the ETC on preparations for KG teachers to attend the online exam associated with the CTP.
- The ECE team and the ETC worked on preparations for the second round of G1-3 teacher training. The number of teachers, locations and trainers were finalized. The training is expected to take place at the beginning of the second semester.



Challenges

- ETC is still suffering from its chronic lack of technical staff and the continuous changes of responsibilities among the existing staff. For this reason the ETC is still dependant on the ECE team in many ways. However, the ETC staff was responsible for designing and implementing the online exam, and it went very smoothly with minimal support from the ECE team.

Actions to be Taken

- Coordinate with ETC to implement the G1-3 training during the second semester and conduct the online exam for the KG teachers trained on CTP.

Objective 1.4 Increased Parental Involvement and Peer Support in ECE

Successes Achieved in Quarter 2

- The ECE team conducted training for 75 G1-3 PICs in three locations around the country. These 75 PICs trained 341 G1-3 teachers and 53 principals in 37 locations. The ECE team attended all trainings to provide support.
- The ECE team conducted 59 PI follow up visits for KGs and G1-3. The ECE Directorate also conducted visits to follow up on PI implementation in G1-3 and KGs.
- ERSP conducted a round of “post-post” FGDs in three regions with the same sample of mothers who participated in PCP activities in Y4 as well as the initial pre and post FGDs. The FGDs captured the positive impact of the PCP activities on the mothers even six months after the intervention.



Challenges

- Sustaining the PCP after the ERSP remains a concern. However, the ECD Directorate showed great commitment to keep implementing PCP activities by getting financial resources (approximately 60,000 JD) from MoE budget.

Actions to be Taken

- The ECE team will provide minimal planning support to the ECD Directorate as they prepare for the PCP activities to be implemented in May 2014. They have the capacity and the budget allocated to implement PCP entirely on their own, including the kits.
- The ECE team will continue to coordinate with the ECD Directorate and PICs in the Field Directorates to conduct PI follow up visits for KG and G1-3 teachers trained to implement PI activities.

Objective 1.5 Improved Quality of Overall KG Experience for Children

Successes Achieved in Quarter 2

- The ECE team supported a core training team from the QA Directorate to generate the National Report of QA findings for the 2012-2013 audit. The report was shared with all FDs and related directorates in the central Ministry. Findings show that in the 2012-2013 academic year, 78% of KG met quality standards. This is an improvement compared with 2011-2012 results, in which 65% of KGs met the quality standards. The core team was also trained to train the FDs to generate a Field Directorate-level QA audit reports.
- The QA Directorate agreed with the ECE team's advice to conduct the QA audit on all KGs biannually, and to ask KGs to conduct the self-assessment annually. Each FD will select a sample of KGs to check the self-assessments. An official letter will be sent to FDs and schools informing them of these decisions.

Challenges

- The engagement of QA staff and almost all MoE staff in the Tawjihi process caused delays in training the FDs teams to develop the Field Directorate QA report.

Actions to be Taken

- ECE will support QA Directorate to conduct FD trainings to generate the Field Directorate QA report.

ECE Transition Status:

The ECE Component supports three MoE Directorates: Early Childhood Development, Education Training Centre and Quality Assurance. ERSP considers that all ECE activities have already been effectively transitioned and sustained:

- The ECD Directorate has budget allocated to continue implementing the Regional Working Groups as well as the Parent-Child Packages.
- The Education Training Center, which now has completed the assessment system for the G1-3 and CTP trainings, has demonstrated its capacity to manage the training and its intention to continue it in the future.
- The Quality Assurance Directorate has now completed two full cycles of kindergarten audits, including the analysis and reporting at the national level. The next step is to train their personnel in the FDs to prepare FD-level reports. They are prepared to implement the audit every other year, in accordance with ERSP guidance.

Component Area 2: Youth, Technology and Careers

In collaboration with the Ministry, the YTC team is developing a comprehensive workforce skills framework that draws on the National Education Strategy, which identifies the academic and personal management skills that are necessary for success in the workforce. The YTC team is strengthening Field Directorate support to secondary schools, assisting them in improving workforce skills programs that actively link students and teachers to local industry. The programs will help teachers and counselors improve students' communication and thinking skills (academic) and positive attitudes and behaviors (personal management skills).

Objective 2.1 Enhanced MIS Curriculum

Successes Achieved in Quarter 2

- The sixth and final e-Learning Design and Development workshop was conducted this quarter. Through this workshop ("Implementation and Support"), participants were able to understand the requirements of successful product presentation and design a five minute presentation on their completed courses. Participants also defined how they will pursue a

demand driven development program and defined the new process of e-learning development and the organization of the e-learning team.

- A graduation ceremony was conducted at the last day of this workshop, where participants introduced their lessons to their direct managers and subject supervisors from the field. Graduation certificates were distributed at the end of this ceremony.

Challenges

- Due to a US government shut down, USAID personnel were not able to attend the graduation ceremony. And due to an off-site senior leadership retreat, the Secretary General was not able to attend either. The Ministry was represented by Qassem Al Khateeb, Director of QRC.

Actions to be Taken

- Provide the QRC E-Learning Division with new games templates that can be combined with the developed lessons to enhance students' learning.
- Transfer all training materials and documentation related to this activity to QRC for their future reference.

Objective 2.2 Institutionalized School-to-Career Program

Successes Achieved in Quarter 2

- The 58 schools in Y5 completed the *Pathways to the Future* sessions with students from grades 8-11. The counselors implemented four sessions for each class in each grade. This activity helped the students to discover their capabilities and interests and plan for their academic streams and careers.
- The YTC team members conducted about 100 field visits to monitor the counselors during their implementation of the *Pathways to the Future* sessions. The CTT in nine Field Directorates joined the team in most of the visits. The team members and the CTT used the observation tool to monitor the counselors and provide them with feedback to improve their performance.
- Counselors who missed the ERSP-led *Pathways to the Future* training were trained by the MoE in their roll-out to 30 schools.
- Conducted the Student Portfolio workshop, which teaches counselors to assist the students to do self-assessment after each STC activity. The student portfolio aims to help students reflect on the skills they gained from the program and help them in planning for their careers.
- Many schools arranged orientation sessions for parents to introduce them to the STC program. The orientation session included a brief about the importance of career guidance to help their children plan for the future.
- The CTT were active in supporting the STC program at their Field Directorates.
- The pilot phase of the Counseling Centers was evaluated through a focus group discussion with the counselors at the six schools, and the evaluation report was submitted to the MoE Technical Committee. As a result of the findings, the MoE will continue to utilize the 16 centers that were renovated and furnished.
- A meeting was conducted with the 16 counselors and the heads of the Counseling Division at the Field Directorates who have renovated centers. The meeting explained the objectives of the centers and the utilization plan which engages students, local community, parents and counselors in neighboring directorates in counseling activities. All counselors at the centers submitted their work plans to utilize the centers during the second semester.



- Completed the renovation works and furnishing for the counselor offices on schedule in North, Middle and South regions, with the exception of the computers that are to be distributed at the beginning of the second semester.

Challenges

- The central MoE Counseling Directorate members were not able to join the team in their field visits to the schools.
- The Counselors' Internship workshop was postponed due to a major snow storm in December.
- The consultancy assignment to assist the Counseling Directorate was cancelled due to the difficulty in finding available, qualified experts.
- The distribution of the computers to the counselor offices was delayed further as their arrival in country and release from customs came just prior to school exams, winter snow storm and Tawjihi exams.

Actions to be Taken

- Conduct the YLM training workshops for all 58 counselors in the nine Field Directorates.
- Visit the implementation of the YLM sessions with students in all 58 schools.
- Visit selected activities in the Counseling Centers to observe ongoing activities.
- Work with MoE to incorporate their roll out plan for the STC program into their annual work plan and budget after the conclusion of ERSP support.
- Distribute computers when schools open for second semester.

STC Transition Status

- The schools in the previous phases were keen to implement the STC activities. Most of them did not wait for a letter from the MoE to start, and did so without allocated budget from the MoE.
- Some of the Field Directorates supported their schools in the implementation while others waited for financial support or instructions from the MoE.
- The MoE/Career Counseling Division implemented two *Pathways to the Future* workshops with the 30 new schools according to their plan. However, they were not able to distribute the toolboxes to those 30 schools.
- Unfortunately still no action has been taken regarding the hiring of two staff members in the Career Counseling Division. The Division remains so short-staffed that it is essentially non-functional in the central MoE.
- The Career Counseling Division did not follow up on the Pathways to the Future sessions at the 30 new schools, or the previous 30 schools, or the schools which participated in ERSP implementation in the previous years.
- The Career Counseling Division submitted an internal budget to implement the YLM training which included incentives for the staff. The Minister refused to sign it because of the incentives incorporated by the division and so the activity did not take place this semester as planned.

Objective 2.3 Improved Life Skills Education

Successes Achieved in Quarter 2

- The PE teachers and students in the 21 schools participating in LSTS this year showed exceptional enthusiasm in implementing the sessions this quarter.
- The CTT members at the 11 Field Directorates conducted their follow up visits to the schools with the YTC team, utilizing the observation tools.
- The MoE provided their feedback on the sports booklets and the final version was prepared for USAID approval.

- The Arab Bank donated \$6,905 for three schools in the Center region to receive heavy sports equipment.
- Zain Company donated \$7,863 for three schools in the North region to receive heavy sports equipment.
- All the arrangements for the LSTS Awards Ceremony were completed. This ceremony will acknowledge the efforts of the MoE and the 100 schools who have participated in LSTS during the life of ERSP.
- The engineering team completed the renovation works in the four remaining sport areas in the North and Central regions on schedule, and distributed sports kits for 21 sport areas.



Challenges

- The Director of the Activity Department was not cooperative in signing the agreement with the Arab Bank; it took a long time to work through other Departments in the MoE and was still unresolved at the end of the quarter.
- The LSTS Awards Ceremony had to be postponed due to a major snow storm in December.

“The PE class used to be kind of boring, same activities all the time, now we became great lovers of PE class, it became more interesting and beneficial and although we implement the sessions after school hours and return home later than usual, we do this with joy”

Mohammad Al Qudman, 10th. Grade,
Al Thamenah primary school for boys,
Aqaba Directorate of Education.

Actions to be Taken

- Conduct the LSTS Award Ceremony at the end of January 2014.
- Train the 21 PE teachers on the Community-based Activities manual.
- Plan for the upcoming final LSTS leagues and festivals.
- Begin conducting the LSTS sport festivals and leagues in coordination with the 21 schools in March 2014.
- Finalize the MoE roll out plan for the LSTS program after the conclusion of ERSP support.
- Continue to follow up with the MoE to facilitate the receipt of donations from Arab Bank and Zain.

LStS Transition Status

- The MoE engaged five additional schools in LSTS according to their roll-out plan, and those schools completed the sessions this quarter.
- The MoE has proven incapable of processing donations from the private sector in an efficient manner, despite extensive support from ERSP. This raises concerns about the long-term sustainability of partnerships with the private sector which could provide funding for future activities for not only this program but others as well.
- ERSP will assist the Activity Department in drafting the budget for the LSTS program for the years 2014-2015.

Program Component Area 3: Professional Development and Credentialing

The Ministry considers the Professional Development and Credentialing Component to be vital. ERSP is providing an induction program for newly appointed teachers. It also provides an in-service teacher training program and a program training leaders for change, following a whole school development approach. ERSP is implementing a professional development program for the

effective use of facilities in MoE newly constructed schools funded by USAID. ERSP is providing the Ministry with able trainers, training resources, procedures and systems, as well as policy support to institutionalize high quality professional development programs for educators, complete with protocols and systems for mentoring educators in their schools and classrooms. ERSP and its partners have been recognized as a significant contributor to forming the new vision and framework for professional development in response to the ERfKE 2 goals.

Objective 3.1. Development and Implementation of an Induction Program for Teachers

Successes Achieved in Quarter 2

- This quarter the PD team implemented the Induction Specialized on a Directorate level. The equitable incentive structure for MoE and ERSP participants boosted enrollment in the ERSP program which continued to have a positive effect on enrollment in the specialized phase of the program. This year, the training program targeted 692 newly hired teachers who participated in the Induction General training and 618 of them (89.3%) participated in the Specialized training. This is a marked improvement from last year, when the program targeted 506 newly hired teachers from the Induction program and only 188 of them (37.2%) participated in the Specialized training.
- Of the 618 participants, the number of teachers who achieved an attendance percentage between 60.0%-69.9% was 22 (3.6%), between 70.0% - 79.9% was 40 (6.5%), between 80.0%-94.9% was 332 (53.7%) and the number of teachers who had perfect attendance was 148 (24.0%). Seventy six teachers (12.3%) had an attendance percentage below 60%.
- At the end of the program, 542 participants completed the satisfaction survey that showed that trainees were highly satisfied with the training. The overall satisfaction percentage was 88.7%. The trainees emphasized the importance of the training topics such as cooperative learning, skill learning strategies and critical thinking.
- A total of 1,014 teachers were identified in 507 schools and were formally invited to attend the Mentorship program in 45 sections across the 42 FDs. A total of 698 registered in the training program. Of the 698 who registered, the number of teachers who achieved an attendance percentage between 60%-69% was 182 (26.1%), between 70-89% was zero and the number of teachers who had perfect attendance was 451 (64.6%). Sixty five teachers (9.3%) had an attendance percentage below 60%. The trainees were highly energized and interactive during the tasks and ranked their overall satisfaction percentage at 90%.
- Due to the high coordination between the FDs and ERSP, the mentor training was implemented in 40 out of 45 training sections as scheduled. Attendance was perfect for all of the training program workshops in one Wadi Al Seer section and one Marka section. Training did not start as scheduled in five out of 45 sections because the FDs did not have enough time to inform the trainees about the training. The Heads of Supervision departments in these FDs and ERSP identified new training dates. Accordingly, the training took place and finished on time.
- The newly assigned mentors started mentorship activities with the newly hired teachers in their schools. Successes resulting from the mentoring will be reported next quarter.



"This training changed our perspective towards the curriculum and enabled us to see how it can be utilized to develop the students' knowledge, skills and attitude."
 Teacher Islam Al Khataleen
 Teachers Islam, Albaraka and Amani
 working on the "Comparison Modern and Old Curricula" task.

Challenges

- The teachers' attendance dropped in some specialized sections in comparison to the Induction General. Reasons for low attendance included distance of trainees' schools to training venues, which is more problematic during the school year compared to summer training. The ERSP PD team contacted the ETC and FDs to address the low number of participants in these sections and to report the names of the sections with low attendance in order to raise the numbers as agreed with the ETC.
- Limited supervision from some of the Heads of Supervision Departments did not help in resolving training challenges in particular sections such as in Lewa'a Al Jema'ah section where the trainees complained about not having any meals during the specialized training.
- The MoE held the Induction exam for their implementation on December 21st without coordinating with the ERSP PD team, despite the continuous follow up with ETC.
- ERSP had to conduct some mentoring workshops on Saturdays, due to Eid Al Adha and other training schedule conflicts. As we would expect, trainees were not pleased to have the training on a weekend day. Attendance percentages on Saturday workshops were much lower than those on Sunday workshops.
- The Mentorship program does not grant the participants a participation certificate and there is no financial compensation for the mentoring duties at the schools. This caused many withdrawals after the first workshop such as in Al Jeeza, Al Tafilah, Badia North East and Badia North West FDs.

Actions to be Taken

- The ERSP exam for the Induction teachers will take place next semester.
- The Mentors will continue their mentoring activities with their mentees at the start of the second semester. The Master Trainers and the Heads of Supervision will follow up on these activities through the monthly class observation and mentee progress reports. Also, the Master Trainers will contact the mentors' bi-monthly and encourage them to submit the mentoring reports.

Objective 3.2 In-service Professional Development: A School-based Model

Successes Achieved in Quarter 2

ERSP In-service

- ERSP-trained teachers and principals were among those select few from around the Kingdom who were awarded Queen Rania Awards this year. Out of the total six principals who received awards, two of them were trained by ERSP's Leadership program. Additionally, four teachers who participated in the In-service program were awarded Queen Rania Awards this year, including one of the three individuals who took first place. Additionally, two of the winners are ERSP scholarship awardees in the Higher Education Diploma program.



National Contest for School Success Stories:

- The awards distribution ceremony was held in the Bristol Hotel in Amman on November 23, 2013. Approximately 400 guests attended, including representatives of the 116 schools from ERSP's Y4 In-service and 120 schools participating in the 2013-2014 MoE In-service implementation. Three winners from each of the three categories (Modern Pedagogies, ICT Integration in Education and Local Community) were recognized. There were four winning success stories from the Central region, three from the North region and two from the

South region. The quality of the success stories showed marked improvement from last year.

ERSP Exam:

- The In-service and Leadership exams were conducted for 116 schools in 42 FDs in addition to the 69 schools in 19 FDs that were trained by the MoE trainers. The number of teachers and principals who were eligible for the exam was 1,929, including 1,135 from ERSP implementation and 794 from MoE implementation. The total of 1,610 out of 1,809 (88.99%) teachers took the Teachers Exam and 103 out of 120 (85.83%) principals took the Principals Exam. The results of the exam will be reported next quarter.

Year 4 schools:

- The second, third and fourth follow-up visits took place for each of the 116 schools that participated in the In-service training program during Y4. During these follow-up visits, the school teams submitted 114 new project plans and started implementing 92 new projects. These projects mainly focused on improving the schools' learning environment, increasing the use of ICT tools and new pedagogies among the teachers and working more with the parents and the local community.
- The Master Trainers visited 510 classes in the Year 4 schools. In around 70% of these class visits the teachers showed good competencies in using modern learning and teaching pedagogies, evaluation strategies and tools and integrating ICT in teaching and learning.

In-service (MoE Trainers):

- The In-service Foundation training took place during October 2013 with 120 schools from 32 FDs of which 106 schools completed the program. Fourteen schools from Al Tafilah, Ma'an, Zarqa First, Al Mafraq and Aqaba FDs did not finish as scheduled due to the strikes of the MoE trainers (who are teachers). To resolve the problem, the ETC decided to conduct the onsite support using supervisors instead. The fourteen schools made up the missed sessions and finished the program on November.
- The total number of participants from the In-service Foundation training implemented by the MoE trainers in the 120 schools was 1,632 out of 2,011 (81.2%). The Master Trainers held one rehearsal session for the MoE trainers in each of the 32 FDs. The Master Trainers visited the MoE trainers 120 times for mentoring and coaching purposes during the program.
- The In-service General training started in November 2013 in 32 FDs and will continue next semester. The Master Trainers held one rehearsal session for the MoE trainers in each of the 32 FDs. The Master Trainers conducted 166 visits during the implementation of the In-service General training with the MoE trainers for mentoring and coaching purposes during this quarter.
- While conducting the visits with the 137 MoE trainers during the Foundation and General training the performance of MoE trainers was measured on areas such as presentation and communication skills, management of the training environment, management of the training workshop time and preparation of the workshop content. Based on this, they are classified into three categories of performance (Excellent, Very good, Fair). The number of MoE trainers who are in the *excellent* category is 76. They were well prepared; they dealt with the obstacles during the workshop implementation and they had high presentation and communication skills. The number of MoE trainers who are in the *very good* category is 42. They should work more on dealing with questions posed by trainees, explaining the training tasks in detail and linking among workshops topics. The number of MoE trainers



who are in the *fair* category is 19. They need to improve their planning and the Master Trainers will focus more on supporting them during the mentoring and coaching visits.

TOT shadowing:

- The TOTs started the shadowing phase at the start of the In-service General training mid-November. The ETC informed the FDs through a formal letter about the process of following up on the TOTs attendance and the number of the weeks that they should attend (16 weeks). In order to follow up on the TOTs attendance in the shadowing phase, the ETC requested from the FDs to submit the attendance at the end of the In-service and Leadership programs to the ETC.

Challenges

ERSP Exam:

- In some exam locations, there were difficulties related to connectivity and/or availability of sufficient computers to hold the exam online. Therefore, the hardcopy exam was used in these locations. The total number of principals and teachers who had the hardcopy exam was 699 from both ERSP and MoE programs.

Year 4 schools:

- There were occasional complaints from teachers about not receiving participation certificates or being permitted to take the exam. In each case the individuals' records were re-checked and it was confirmed that he or she had not met the attendance requirements according to MoE and ERSP policy.

In-service (MoE Trainers):

- The lack of central MoE staff to follow up on the MoE implementation of the In-service program continues to be a challenge. As a result, the MoE are not aware of problems that take place in the field. They are also missing data in their database due to unsystematic follow-up.
- The MoE suspended all training programs in all FDs as of December 15th so that the schools could prepare for the mid-year exams. Hence, days 10 through 12 from the In-service General training will continue next semester. The coaching and mentoring visits and rehearsal sessions for the final two weeks were also postponed.

Actions to be Taken

ERSP exam:

- Teachers and principals who achieved 70% of the total program requirements will be issued accreditation certificates. A make-up exam will be held in February 2014 for the absentees with official excuses, individuals who achieved less than 70% and those who failed the exam on the first attempt.

Year 4 schools:

- The three remaining follow-up visits will take place during the second semester.

In-service (MoE Trainers):

- The participation certificates for the program will be issued for all the teachers who achieved 80% attendance for each phase of the training.
- Continue implementation of the In-service General next semester, including the coaching and mentoring visits for the MoE trainers.

Objective 3.3 Change Leadership Training for Principals and Supervisors

- No activities related to the Leadership program were undertaken during this period except the recognition ceremony that was discussed under 3.2.

Objective 3.4: Enhancing Institutional Capacity to Deliver PD Programs (MoE Reform)

Successes Achieved in Quarter 2

- The Teacher Career Charter Policy is now a policy topic noted for resolution, which is a step in the right direction.
- The Leadership Standards underwent another round of revision, following the meeting with the Standards Directorate and was re-submitted with the assistance of ERSP.
- The first visit of the CPDL consultant went well, with the ETC exceptionally active in meetings and posing thoughtful and pertinent issues in discussion with the consultant. The consultancy is being conducted in a collaborative and participatory manner with the relevant projects engaged in leadership training.
- The first phase of the Open EMIS assignment has been completed by Community Systems Foundation, with phase two underway creating the pilot data systems for the ECE Quality Assurance system and the PD Tracking system.
- ERSP identified two highly qualified consultants to provide support to the Quality Assurance and Monitoring & Evaluation (QAME) Department within ETC. The team held extensive dialogue with the ETC, DCU and the consultants on the content of the proposed scope of work.

Challenges

- A pervasive challenge that continues to affect progress on the overarching policy and program reform issues is the lack of commitment of the new Minister to the current reform efforts. He is seeking a new reform agenda and has not granted much attention to the intent of the existing reform and its successes, challenges and actions needed to further its mandate.
- The shift in leadership within ETC has destabilized the transition strategy to some extent, with the new Director still not fully conversant in the ETC programs or the responsibilities and commitments made between donors and the MoE. The dynamics of working with donors is foreign to her and the perception, as in the current Minister's office, has shifted back to *donor* programs rather than the perception of *ministry* programs under other leadership. The clarity of roles, responsibilities and functions within ETC remains unclear, which leads to competition among departments within ETC.
- The Syrian crisis has diverted attention at this critical time in the project from the transition strategy commitments to the growing needs of the refugees that are to be accommodated by the public schools. Trainings offered to teachers in schools who have Syrian students lack coordination with existing PD programs, are inefficient in application, and have resulted in delay of some ERSP activities. The additional effect was the added burden teachers feel as a result of redundant training content.
- Post donor mission review, the HR Directorate requested follow-up meetings with ETC and to engage ERSP on further enhancements to the Teacher Career Charter Policy to make it implementable according to civil service policy and cost efficiency. However, time has yet to be allocated as far as ERSP is aware given the precedence of Tawjihi. The DCU has indicated it would convene a meeting on this topic following Tawjihi. The financial simulation is likely to not take place given the diminishing timeline.
- The Standards Directorate remains committed to an agenda of interference and control, rather than support and facilitation.
- Further work on the general teacher standards, including creating levels for the standards, has been placed on hold pending finalization of the leadership standards.
- Discourse on the Induction programming has not continued. It is unclear whether this is due to competing priorities, lack of organization, or a desire to keep Induction programming as an internal matter.

Actions to be Taken

- Follow-up with DCU on the Teacher Career Charter Policy meeting to be conducted with the relevant Managing Directorates.
- Assist ETC as possible with proceeding on the leadership standards, placing a February 15th deadline for approval if ERSP is to proceed with publication and launching.
- Continue with the Continuous Professional Development for Leaders Framework scope implementation, with two visits scheduled for this quarter, from January 16th to 30th and February 23rd to March 3rd, 2014.
- Continue with the Open EMIS assignment, with another visit anticipated in February (dates to be determined).
- Guide ETC in formulating draft business processes to support the PD Tracking system, which includes criteria for “acknowledgement” of school-based PD. Also, assist ETC in furthering the work of Alexandru Crisan in clarifying the procedures and putting into practice the accreditation process to further the support modular based courses registered in the new PD tracking system.
- Agree on the final scope for the consultant support to QAME, get signed approval from ETC and DCU and beginning engaging consultants in preparatory reading.

Objective 3.5: School Professional Development for MoE Newly Constructed Schools (NCS) funded by USAID

Successes Achieved in Quarter 2

- In this quarter, ERSP finished implementing most of the enhancements activities and change dissemination events in all newly constructed schools. *(Please check Annex 2 for more details on the status of activities.)*
 - Completed the Practical Rotation Model PD training in four schools.
 - Completed the Modern Teaching Pedagogies, the New Teaching Strategies for ECE and the Differentiated Learning PD training in six schools.
 - Completed the Activating the Resource Room PD training in four schools. A tangible outcome of the program was that teachers developed guides that include a selection of activities for students with learning difficulties. Sixty-six students benefitted from these guides.
 - Completed the Specialized PD training for male schools in two schools.
 - Completed Block Four training in two schools. Approximately ten cluster-based projects were implemented under different themes (School Beauty, ICT, Pedagogies, Extracurricular activities and School Health). Eighty percent of these projects met at least 70% proficiency on established quality criteria.
- ERSP coaches conducted 110 visits this quarter using the class visit assessment rubric. According to their observations, 93% of teaching practices met at least 70% proficiency on established quality criteria.
- Nine change dissemination events were conducted during this quarter. The events promoted a culture of positive reinforcement, recognition of distinctive jobs, and



“The rotation system helped me and my teachers to create an appealing and resource rich subject based learning environment and provide our students with emotional, intellectual and physical stimulation through the opportunity to move amongst each other and in between classes rather than be sedentary for most of the day.”
Principal Hanan Samardali from Hetin School.

celebration of success. The events were attended by representatives from Field Directorates, ERSP and visitors from neighboring schools and the local community.

- Five team building activities were conducted during this quarter. The team building activities help teachers work together and end the approach of individuality that was common in the past.
- Coaches conducted 255 onsite support activities as a form of on-the-job training focused on sustaining emerging new practices in the schools, encouraging schools to continue the change journey, pointing out and overcoming weaknesses and building on strengths.
 - The performance of Al Marj School principal is improving; the intensive one-on-one coaching sessions conducted with her helped to gain her commitment and ownership, and empower her with the skills to play her leadership role.
 - Al Bnayat School leadership has also improved this quarter. The principal is more cooperative now, the level of cleanliness and discipline is better, and there is improvement in teaching practices, utilization of ICT tools, and the sense of ownership and belonging towards the school.
- All schools are maintaining a high level of hygiene and beauty. In addition teachers are effectively utilizing ICT tools in the teaching-learning process.
- U.S. Ambassador to Jordan Stuart Jones and USAID Mission Director Beth Paige joined the community of Irhaba for the inauguration of the Aisha Al Ba'ouneya Basic School. ERSP received positive feedback on the inauguration event as well as with the school's achievements regarding resources' utilization, ICT integration, and adoption of various teaching and learning methods.
- Six newly constructed schools won the health accreditation award and were honored by Her Majesty Queen Rania Al Abdullah.
- The fourth round of M&E data collection was conducted during this quarter, targeting Year 3 and Year 4 schools. The results were as follows:
 - **Student Achievement:**
 - ✓ Statistically significant increase in 13 schools.
 - ✓ Statistically insignificant increase in 8 schools.
 - ✓ Statistically insignificant decrease in 1 school.
 - **Teacher and Student Attendance**
 - ✓ Teacher truancy was decreased between 14-20% in all schools.
 - ✓ Student truancy was decreased between 14-18% in all schools.
 - **Student Discipline**
 - ✓ Disciplinary incidents decreased by 17-25% in all schools.
 - **Participant Satisfaction**
 - ✓ From the sampled school community members, 87-96% reported satisfaction with the capacity building activities.
 - **School Performance**
 - ✓ 100% of batch 1 schools and 91% of batch 2 schools achieved at least 70% proficiency on established quality criteria.



“You can feel the change in the students’ and teachers’ attitudes through the brightness in their eyes, and their passion while expressing their ideas and explaining their projects and lessons.”

Um Ahmad, mother from the local community.

Challenges

- There was a delay in implementing the PD training programs in Al Marj and the 8th Area Schools due to reasons beyond ERSP's control. ERSP rescheduled the training programs and managed to finish them on time.
- ERSP received complaints from NCS teachers for delays in receiving their ERSP participation certificates. The reason behind the delay was the delayed signing of the certificates by the MoE. ERSP was persistent in its efforts to resolve the issue and finally received the signed certificates at the end of December.

Actions to be Taken

- Implement the remaining PD workshops, onsite support activities, team building activities and change dissemination events as scheduled.
 - Modern Teaching Pedagogies PD training program in Princess Alyaa School, Aysha Al Baouneye School and Al Jofeh School.
 - Differentiated Learning PD training program in Aysha Al Baouneye School.
 - Practical Rotation Models PD training program in Khawla Bint Al Azwar School.
 - New Teaching Strategies for ECE PD training program in Khawla Bint Al Azwar School.
 - One team building activity in Abd Al Munem Riyad School, Saad Bin Abi Waqas School and Al Bnayat School.
 - Two team building activities in Al Jofeh School and the 8th Area School.
 - One change dissemination event in Abd Al Munem Riyad School and in all Y4 schools.
- Continue working with both Al Jofeh and Fatima Al Zahra's schools in their 3rd semester.
- Grant the last batch of HED scholarships.
- Organize the final principals' meeting and agree on the theme and agenda.
- Disseminate the signed the certificates.

PD Transition Status

- ETC assumed more responsibility in their preparation for their upcoming training. They modified their implementation plan for next semester and set dates for the make-up of the In-service General program which was interrupted in the first semester. They also set the dates for the Leadership Program implementation based on the delay of the In-service program.
- The exam committee of ETC prepared the participants list for their teachers and principals who participated in the Y4 MoE implementation without ERSP support.
- A concern for the status of the transition of In-service is the lack of clarity of the ETC leadership on the status of their 2014-2015 academic year plan and budget for the MoE implementation of the In-service programs.
- In support of the transitioning of all management and implementation responsibilities for In-service, the ERSP PD team is preparing the operational manual, documentation and data to guide the MoE in future years.
- All NCS schools were introduced to the program's online training modules prepared by ERSP, which are currently available on EduWave. The online content provides a detailed description of the unique school model adopted by the program in newly constructed schools.

Program Component Area 4: School Based Management improved through Decision-Making

ERSP will strengthen the capacity of principals, supervisors and other Ministry officials to access and analysis performance against specific Key Performance Indicators (KPIs). The ERSP team alongside the Ministry has explored challenges to data integration at the central level which inhibit productive use of data to inform decision making. ERSP will work at the school level to support principals in their use of KPI data with their teachers and local stakeholders to provide pedagogical leadership and improve instruction and student achievement. The team will help field directorate planners support principals in the analysis and decision making process in addition to strengthen their own capacity in this regard. ERSP is also building local capacity for data-based decision-making by supporting the Jordan Education Initiative to develop an independent research capacity.

Objective 4.1 Improved Capacity at the School Level

Successes Achieved in Quarter 2

- ERSP conducted two onsite support visits to each of the 276 schools participating in the last round of ERSP Data Use training. During these visits, schools were assisted in addressing challenges identified through the EMIS and development of action plans.
- ERSP draws the following conclusions based on the M&E and onsite support reports for the 276 schools:
 - All school teams started to use the data to make reliable educational decisions.
 - Based on feedback collected from principals, 84% of schools are entering the data within the specified time.
 - All schools developed DU action plans.
 - √ 81% of developed action plans included SMART objectives.
 - √ 80% of developed action plans included aspects of sustainability.
 - √ As an outcome of the action plans, 639 projects were implemented addressing 80% of the schools' challenges that were identified through the EMIS.
 - All schools implemented at least one project to address the prioritized challenges that were identified through the action plan.
 - 87% of schools are considering the challenges related to student absence, teacher absence and student achievement queries as priorities to address.
 - The principals reported that the Data Use calendars serve as a valued job aid to remind them of monthly tasks related to data entry and data utilization.
 - Participants reported that the training program raised their confidence to view their schools against basic indicators, provided them with practical mechanisms to solve the challenges they face and helped them make informed decisions to improve the quality of their schools' services.
 - The majority of schools included the Data Use action plan in their annual School Development Plan.



Challenges

- There is not enough time for teachers to enter the discipline query data and thus this indicator does not give an accurate picture of the discipline level of students. ERSP hopes to address this issue with the MoE in the data dialogue event planned for February 2014.

Actions to be Taken

- Implement the remaining onsite support activities in 14 schools.

- Conduct the final M&E round to the remaining 14 schools.

Objective 4.2 Improved Capacity at the Central and Field Directorate Levels

Successes Achieved in Quarter 2

- ERSP conducted 42 onsite support activities to FDs following up on the development of the DU FD action plans, the adoption of a data utilization follow-up plan by the FD DU teams to support their schools, and assist the FDs in identifying schools which need added support.
- ERSP draws the following conclusions based on the M&E and onsite support reports for the 42 FDs:
 - All FDs developed action plans in response to FD improvement priorities.
 - Of the FDs, 79% consider the challenges related to student absence, teacher absence and student achievement queries as priorities to address. However, ERSP realized the findings on student achievement were skewed because some school principals did not run the achievement calculation command. As an outcome of the action plans, FDs are currently working on 61 projects that address the main priorities.
- The Planning Directorate's role at the FDs is remarkably active in increasing accessibility of data and supporting utilization of data through:
 - Issuing formal letters periodically to confirm the schools entering the data in a timely fashion.
 - Conducting follow-up visits to schools to monitor the process of data utilization in schools.
 - Holding regular meetings with the schools' Data Use teams to solve certain urgent raised challenges related to queries and correlations.
 - Supporting the schools that do not have any computers or internet connection by providing them with a well-equipped technology hall inside the premises of FDs.
 - Establishing an archiving system that includes last academic year's data and all action plans.
 - Reporting on all results and actions taken.
- ERSP conducted the third regional meeting in the south region at the beginning of the quarter. The meeting supported FD leaders in realizing the importance of accurate data entered into the system, enhancing communications to better support schools, and recognizing their significant role in supporting the program's implementation in the field.



Challenges

- The MoE Data Use training for Zarqa 1st FD was postponed until March 2014, because the FD refused to start due to other trainings during the same period (although the Data Use training was previously scheduled). Zarqa 1st FD consists of 143 schools to be trained by six DU trainers.
- In order for the achievement query available on EMIS to work properly, principals need to run the "achievement calculation" command at the end of each semester. Through this command the principal approves students' results, which is a prerequisite for the system to recognize and process the results. Although all MoE public school administrators were trained on running this command and it is a task noted on the DU calendar, school principals neglected this step. Upon ERSP's request, the Planning Directorate sent a memo

to the EduWave division at QRC requesting them to run this command locally at the beginning of the second semester to allow for a valid review of this data at the macro level.

Actions to be Taken

- Conduct the remaining onsite support activities to the 42 Field Directorates.
- Apply the M&E tools to measure the quality of action plans and the achievement of FDs with regards to the program objectives.
- Provide additional onsite support to help FDs address the problem with the “achievement calculation” command.
- Organize and prepare for the second data dialogue event.

DU Transition Status

- By mid-November 2013, all Jordan’s public schools, except Zarqa 1st, completed the Data Use for Decision Making training, thus increasing their recognition of the importance of entering quality data, identifying challenges and determining improvement priorities. A total of 3,420 schools were trained on Data Use program from 41 FDs.
- As a result of transitioning the DU program to the Ministry, new tasks were added to the EMIS division members’ job descriptions. EMIS division members are now responsible for monitoring and following up on the development of FD action plans and reporting on progress. EMIS division members provided the Head of the Planning Directorate with FD and national level summative reports.

Objective 4.3 Strengthened Monitoring and Evaluation of the JEI

Successes Achieved in Quarter 2

- Monitoring Information System Tool (MIS):
 - The system was presented to ERSP and JEI’s management; some comments were collected and updates made accordingly to the system.
 - Templates were developed to be used by JEI’s team to share any new project/activity indicators.
- School Assessment Tool (SAT)
 - The IT officer at JEI went for a study tour to England on November 21st and visited Tribal Company. Tribal is a global provider of products and services in international education; the study tour was conducted to investigate the best practices in deploying school assessment tools. The results were summarized in a report shared with the team.
 - Two consultants were contracted to participate in the tool design. Several meetings were arranged to discuss the measures and the tool’s components.
- Capacity Building
 - JEI identified a need for capacity building in fundraising strategies, proposal writing and grant making. A ToR was drafted and shared with ERSP, and comments were received back from ERSP.

Challenges

- School Assessment Tool:
 - The School Assessment Tool plan was delayed for around one month due to the unavailability of education consultant who has experience in school assessment criteria.
- Staff capacity:
 - Proposal writing skills is a very high demand, since JEI team is required to seek fund and new business opportunities.

Actions to be Taken

- Management Information System (MIS):
 - Continue work on Phase 2 of the MIS work plan.
- School Assessment Tool:

- Overcome the delay by engaging the consultant in working with the Research and Innovation team and in collaboration with the IT specialist.
- Staff capacity:
 - Training in fundraising and proposal writing was proposed to build the team capacity. A plan is to be submitted to ERSP with the recommended consultant provider for final approval by mid-January.

Monitoring & Evaluation and Communications

Monitoring & Evaluation (M&E)

ERSP has been submitting the updated Dashboard of Targets Vs Actuals every quarter, which provides a snapshot of the project outputs measured against the end-of-program targets and annual targets for each component. The Dashboard for the second quarter of Year 5, updated through 31 December 2013, is provided through the hyperlink below. The rows highlighted in green represent the indicators that are in common between this expanded program monitoring Dashboard and the abridged version that was revised based on the audit recommendations.

Dashboard hyperlink: [2. ERSP Dashboard for Y5Q2 29 Jan 2014 Submit.docx](#)

During this past quarter, ERSP undertook a number of M&E activities to monitor the transition and confirm the implementation of various programs, in particular the ones transitioned to the MoE. The following are some highlights:

STC and LStS Transition Monitoring

During December 2013, the Creative M&E team conducted verification follow ups and visits to schools that implemented the STC and LStS programs in Year 4 of ERSP. This activity was a continuation of the Year 4 YTC verification visits and activities done during March 2013 which targeted Year 3 schools and FDs. The team also conducted meetings with the Heads of Counseling and Sports Divisions of the selected FDs to see evidence of counselors' implementation plans and follow up plans to monitor the implementation. The purpose of these visits was to confirm the continued implementation of the YTC programs by the MoE. A report on the STC and LStS implementation verification is final and available upon request.

STC summary. In general, there is evidence that the Heads of Counseling Divisions are following up on implementation plans with counselors. However, results varied among FDs and there was little follow up from the central MoE. The results were documented and discussed with the ERSP implementing partner in order to take follow up action with the FDs and Central MoE.

LSTS summary. Four randomly selected schools were visited in Ain Al Basha FD and Zarqa 1st as well as meeting with the Head of Sports Divisions in those FDs. Results between these two FDs varied, indicating that the transition has been successful in some FDs but not all. The Head of Sports of Ain Al Basha demonstrated positive results in terms of follow up, documentation plans and support to his schools' PE teachers. The schools visited within this FD also showed evidence of implementation (documented plans) and a lot of enthusiasm. On the other hand, the Head of the Sports Division of Zarqa 1 denied receiving a formal letter from the MoE to start the implementation, and the schools in this FD did not implement. ERSP followed up on this matter and made sure that the implementation will take place next semester.

Follow up on last year's findings. Finally, the implementing partners conducted follow up phone calls and visits to the problematic FDs identified from the first YTC verification visits. They contacted each of the Head of Counseling Divisions to document the status of their schools and provide solutions accordingly. Furthermore, in schools that have transferred the previously-trained counselors, they enrolled the new counselors in the enhancement training.

PCP Impact Assessment

During December 2013, and as a continuation of the PCP Impact Assessment study that was initiated with the participating mothers in June 2013, the ERSP M&E team conducted a second post intervention FGD (i.e. "post-post" FGDs) with the same mothers targeted during the pre and the post. The aim was to investigate the extent to which these mothers retained the knowledge they gained as well as exploring change in their behaviors and skills that were self-reported previously.

Three FGDs were conducted in the Center, North and South regions adopting the same methodology used before.

A comparison of the pre, post and post-post results showed that mothers demonstrated acquisition and retention of knowledge, specifically in areas related to:

- communication with their children;
- taking care of their children's physical health and wellbeing;
- learning about the nutrition pyramid;
- realizing the importance of learning through play;
- the importance of storytelling; and,
- promoting readiness for school.

The mothers stated that they are still applying what they learned with their children at home and have started to notice improvements in their children's behavior as a result. They all confirmed that the program made their lives easier because it taught them how to deal with their children more effectively and gave them creative ideas to engage their children while helping them prepare for school. The full report on this assessment is final and available upon request.

PD QA Visits

During September 2013, three quality assurance visits were conducted to PD ToT trainings in three locations in the Center Region. The purpose of these visits was to observe the training using a training observation tool and also talk to participants to get feedback on the training. The feedback from the trainees was extremely positive; they all emphasized the great benefit they received from the practical part of the training as well as the qualifications of the ERSP trainers. They all agreed that it added new things to their experience that they had never gained from any training before.

Moving Forward

During the coming quarter, ERSP is planning to:

- Conduct spot check visits to STC and LStS sessions to verify implementation in Y4 and Y3 schools.
- Measuring the acquisition of knowledge and skills of STC students.
- Conduct quality assurance visits to MoE trainers delivering PD trainings as well as observe the mentoring provided to these trainers.
- Conduct follow up visits to the ToTs visited previously.

Project Communications

The Creative team continues to provide support to the implementing partners in terms of guidance and approval on all communications and branded materials. ERSP also continues to contribute program updates to the monthly USAID/Jordan bulletin.

During this quarter, ERSP contracted a video production firm to produce short videos about ERSP's work supporting the Ministry of Education. The purpose of these videos is to provide documentation as well as exposure for USAID and the MoE. The final products will be completed and ready for dissemination during the coming quarter.

Also during this quarter, the Creative/ERSP team completed a series of articles (listed below) on specific interventions and activities that highlighted successes and changes affecting education in Jordan. These were shared with USAID and a few were posted on its Facebook page.

- Putting data to work for Jordan's schools
- Building a team of skilled trainers in Jordan
- Improved quality of education in public KGs
- School to Career program – It is all about making informed choices
- Life Skills through Sports program – Bringing together students and the local community.

Training Reporting Table

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. Femal es	
Component 1: ECE													
1	QA	QA report writing training	3 days	6	Workshop	Central Region Geneva helot		152.327	768.86	QA ToT	22	8	ERSP staff 3 Save staff 2 FD staff 1
2	QA	QA report writing training	3 days	6	Workshop	Central Region Geneva helot		152.327	823.78	QA ToT	22	8	ERSP 3 Save 2 FD staff 3
3	QA	QA report writing training	3 days	6	Workshop	Central Region Geneva helot		162.2	878.7	QA ToT	23	9	ERSP staff 3 Save staff 2 FD staff 3 MoE representative 1
4	PI	PI refresher training for G1.3 PIC in the central region	One day	4	Refresher training	Central region /alshmecany school ECE training center		220.74	109.2	G1.3 PIC	31	14	2 ERSP Staff 2MoE Staff
5	PI	PI refresher training for G1.3 PIC in the north region	One day	4	Refresher training	North region/alsareh school/ECE training center		202.2	93.6	G1.3 PIC	26	5	2 ERSP Staff 2MoE Staff
6	PI	PI refresher training for G1.3 PIC in the south region	One day	4	Refresher training	South region / Aqaba ECE training center		618.7	63.18	G1.3 PIC	18	8	2 ERSP Staff 2MoE Staff
7	PI	PI training for G1.3 principals and teachers for the newly selected schools in the central region	One day	4	PI training	Central region/ nominated schools from every FD			894.855	G1.3 Principals &teachers	195	195	ERSP Staff MoE Staff
8	PI	PI training for G1.3 principals and teachers for the newly selected schools in the north region	One day	4	PI training	North region / nominated schools from every FD			558.909	G1.3 Principals &teachers	133	133	ERSP Staff MoE Staff

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. Females	
9	PI	PI training for G1.3 principals and teachers for the newly selected schools in the south region	One day	4	PI training	South region / nominated schools from every FD			347.295	G1.3 Principals & teachers	63	63	ERSP Staff MoE Staff
10	ERSP/ECE G1-3 training	Meeting with G1-3 supervisors	9/10/2013	6 Hours	Meeting	Geneva hotel		758.8152	1284.507	G1-3 CTT (supervisors)	39	11	5MoE 3ERSP staff
11	ERSP/ECE CTP	Meeting with KG supervisors	8/10/2013	6 Hours	Meeting	Geneva hotel		289.1396	669.014	KG (supervisors)	15	13	5MoE 4ERSP staff
12	ERSP/ECE Principals Training Module	Meeting with KG super visors	27/11/2013	6 Hours	Meeting	Geneva hotel		323.943	669.014	KG (supervisors)	17	15	2 MoE 3ERSP staff
Component 2: YTC - MIS													
1	e-Learning Design and Dev't, Implementation and Support	Build QRC and other developing capacities for developing and maintaining e-learning materials.	6-10-Oct-13	30	Developing e-learning materials	QRC			1250	E-learning QRC	24	15	
Component 2: YTC - STC													
1	ERSP/ YTC	STC/ Portfolio for the student	6 Nov. 2013	6 Nov. 2013	Portfolio training	Geneva Hotel	No	984.46 \$	2000.02	counselors and CTT	26	37	Participants from all regions
2	ERSP/ YTC	STC /Planning meeting for counseling centers	13 Nov. 2013	13 Nov. 2013	CCC meeting	Geneva Hotel	No	604.51 \$	1389.70	counselors and CTT	13	21	Participants from all regions
Component 2: YTC - LSStS													
1													
Component 3: PD													
1	Induction Specialized	The program targets newly hired teachers to provide them with knowledge and skills	12 Days / 12 Sessions	3 hours / session	Workshop	40 training sections from 42 FDs (Aqaba, Ma'an, Shoubak, S. Badia, Petra, Tafilah,	128.14	4784.48	253	Newly hired teachers	618	506	Completed

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. Females	
		needed to integrate new pedagogies with ICT in the classroom.				Bseirah, Mazar S, Al Qaser, Al Karak, S. Ghore, Al Mafrag, Badia NE, Badia NW, Ajloun, Al Koura, N. Ghore, Bani Kananah, Ramtha, Qasabat Irbid, Al Tayba-Westeyyeh, N. Mazar, Bani Obeid, Jerash, Southern Shouna, Der Alla, Salt, Ain Al Basha, Ruseifa, Zarqa Second, Zarqa First, Al Jeeza, Sahab, Qweismeh, Al Muwaqqar, Wadi Al Seer, Naour, Marka, Lewa' Al Jame'ah , Qasabat Amman, Theeban, Madaba).							
2	Mentors Training Program	A training program for enabling schools' expert teachers to provide support, advice, and coaching to newly hired teachers in the Induction program	3 Days / 3 Sessions	3 hours / session	Workshop	45 training sections from 42 FDs (Aqaba, Ma'an, Shoubak, S. Badia, Petra, Tafilah, Bseirah, Mazar South, Al Qaser, Al Karak, S. Ghore, Al Mafrag, Badia NE, Badia NW, Ajloun, Al Koura, North Ghore, Bani Kananah, Ramtha, Qasabat Irbid, Al Tayba-Westeyyeh, Northern Mazar, Bani Obeid, Jerash, S. Shouna, Der Alla, Salt, Ain Al Basha, Ruseifa, Zarqa Second, Zarqa First, Al Jeeza, Sahab,	48.93	2063.59	253	Expert teachers from Induction teachers' schools	698	557	Completed

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours		City/ Venue	Instruct	Travel	Trainee	Group Name	Total	No. Females	
						Qweismeh, Al Muwaqqar, Wadi Al Seer, Naour, Marka, Lewa' Al Jame'ah , Qasabat Amman, Theeban, Madaba).							
3	Follow-up visits for Y4 In service training program schools	Provide support for schools to sustain the change and development initiated during the training. Reactivate dormant schools' teams to plan and implement new school projects. Attend class visits where teachers integrate ICT with modern pedagogies and provide teachers with constructive feedback	7 Days / school	5 hours / follow-up visits	Onsite support / class visits	116 schools assigned in year 4 FDs (Aqaba, Ma'an, Shoubak, S. Badia, Petra, Tafilah, Bseirah, Mazar South, Al Qaser, Al Karak, S. Ghore, Al Mafraq, Badia NE, Badia NW, Ajloun, Al Koura, N. Ghore, Bani Kananah, Ramtha, Qasabat Irbid, Al Tayba-Westeyyeh, N. Mazar, Bani Obeid, Jerash, Southern Shouna, Der Alla, Salt, Ain Al Basha, Ruseifa, Zarqa Second, Zarqa First, Al Jeeza, Sahab, Qweismeh, Al Muwaqqar, Wadi Al Seer, Naour, Marka, Lewa' Al Jame'ah , Qasabat Amman, Theeban, Madaba).	759	7927.39	253	116 schools from year 4 In service training program			Completed the 2 nd , 3 rd and 4 th follow-up visits / school. Total number of completed school visits in the 2 nd , 3 rd and 4 th follow-up visits is 348.
Component 3: MoE newly constructed schools by USAID													
1	Block4 – Y4 schools	To encourage staff to work together to plan for projects in their cluster, where teachers from different groups work as one team.	2 days	6	Training workshops	Al Aghwar North and Al Karak.				Teachers	65	65	

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. Females	
2	Enhancement PD workshops	1) PD Specialized Program for Male Schools	7 days	3	Training workshops	Petra, Al Aghwar North, Al Karak, Ajloun, Al Salt, Naour, Al Mafraq, Irbid 2, Al Aghwar South, Naour, Al Shoune South				Teachers	638	417	
		2) Modern Teaching Strategies for Early Grade Teachers	8 days	3									
		3) Role of the Learning Difficulties Room	4 days	3									
		4) Differentiated Learning	2 days	3									
		5) Modern Teaching Strategies	7 days	3									
3	Team Building Activities	Four days will be allocated in which a number of extra-curricular school activities that focus on opening channels of communication between members of the school community, and build teamwork skills and energies and dump their talents.	4 days per year, 2 days per semester	3 hours	Extra-curricular activities	Petra, Al Aghwar North, Al Karak, Ajloun, Al Salt, Naour, Al Mafraq, Irbid 2, Al Aghwar South, Naour, Al Shoune South.				All school's staff, teachers and students	362	-	
4	Onsite support activities	To provide support and follow up of school staff in implementing new practices in schools, ensure the transmission of the impact of education on schools and ensure the continuity of the implementation of new practices in schools.	2 days a week	6 hrs	Onsite field and support visits	Petra, Al Aghwar North, Al Karak, Ajloun, Al Salt, Naour, Al Mafraq, Irbid 2, Al Aghwar South, Naour, Al Shoune South.				Teachers and Staff	453	359	
5	One to one coaching sessions with	To provide support to school principal by 3 hours a week over a program aimed at	3 days, 1 hour a day	3 hours a week	Coaching and support sessions	Petra, Al Aghwar North, Al Karak, Ajloun, Al Salt, Naour, Al Mafraq,				Principals	11	9	

No.	Training Program Name	Description of Training Program/ Field of Study	Training period		Training Type	Facility City/ Venue	Cost \$			Trainee Information			Additional Comments
			Days/ Sessions	Duration Hours			Instruct	Travel	Trainee	Group Name	Total	No. Females	
	principals	helping school principal on the functioning of the school and the investment of human and material resources in the best possible way.				Irbid 2, Al Aghwar South, Naour, Al Shoune South.							
Component 4: Data Use													
1	Onsite Support Activities for Schools	To following up on the implementation of the program's outcomes, prepared action plans and check lists.	2 visits per semester per school.	3	Onsite support and follow up visits	North Region, Middle Region and South Region				Teachers and Staff	1242	756	
2	Onsite Support Activities for FDs	To support schools in identifying the causes of the performance gaps facing schools and the directorate to provide the necessary assistance in determining solutions.	2 visits per semester per school.	3	Onsite support and follow up visits	North Region, Middle Region and South Region				FDs Personnel	301	97	
Component 4.3: Strengthened Monitoring and Evaluation of the JEI													
	Customized courses of ITIL and website design training.	Customized course of advanced website development to learn advanced topics in web development needed to develop real work projects using advanced tools and approaches. In addition to ITIL (Information Technology Infrastructure Library)	1 month	40hrs	Sessions with practices on computer	Amman/ APP trainers	1130\$	-	1	IT specialist	1	0	

Project management

Field Trips

Date	Details
ERSP General:	
Component 1.1: ECE	
1-Oct-13	Visited Um alheran School at Alqwasmeh FD to support KG teachers on organizing the PE and to follow up on the implementation of PI activities
6-24-Oct-10	Visited :(9Schools) to attend opening ceremonies in Aqaba, South badia, Theban and Petra FDs.
7-Oct-13	RWGs Visited Rum KG classrooms to advocate supporting KGs Visited:(3 Schools), faa secondary school ,husha secondary school and alhamra elementary School at west badia FD to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
9-Oct-13	RWGs Visited Al Kahled and Al Qwerah KG classrooms to advocate supporting KGs
10-Nov-13	PI Attend some of the PI open house activities at alrsaefa FD in Atica and halema Schools. Visited Altyba elementary school at South Mazar FD, to support KG teachers on organizing the PE and to follow up on the implementation of PI activities
12-Oct-13	Visited :(2 Schools), Shqera Algarbea and Aamaqa elementary School at South mazar FD to support KG teachers on organizing the PE and to follow up on the implementation of PI activities
13-Oct-13	Visited Alhamdea elementary school at South mazar FD to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
14-Oct-13	Visited : (3Schools),Muta elementary School, kula bent Alazuar and Aljuza elementary School at South Almazar FD to support KG teachers on organizing the PE and to follow up on the implementation of PI activities
17-Oct-13	Visited Aluaqdy elementary Schoolat at Alkarak FD to support KG teachers on organizing the PE and to follow up on the implementation of PI activities
18-Oct-13	Visited Nur Alhusain School at Alkarak FD to support KG teachers on organizing the PE and to follow up on the implementation of PI activities
19-Oct-13	Visited :(2 Schools),Alshehabia elementary Schooland Almanshia elementary school at Alkarak FD, to support KG teachers on organizing the PE and to follow up on the implementation of PI activities
12-Oct-13	Visited:(5 Schools) Areha wabu traba ,alqaser 1 st , alqaser2ed ,aljdaa secondary School and almgaeer in Alqasser FD to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
23-Oct13	Visited :(2 Schools) Albuaeda secondary School and Um kulthum secondary School in Alramth FD to support KG teachers on organizing the PE and to follow up on the implementation of PI activities.
26-Nov-13	Follow up RWG's plan in the Central regain, (Sahab).
29-Nov-13	Follow up RWG's plan in the North regain, (Jarach).
30-Nov-13	Attend the principal training in two FD, two in Amman at Alshimasani school and Ein jalout school and one in Ajlon at princess Aisha school
31-Nov-13	Follow up RWG's plan in the Central regain, (Nourth).
1-Dec-13	Visited Shajaret AL Dur school and Um AL Hiran school at Alquassma FD to evaluate

	KG Teachers.
7-Dec13	Visited Aisha bent abi baker school at Irbid FD to mentor principal training.
9-Dec13	Visited Queen Rania Academy to support G1.3 teachers Exam.
Component 1.2: ECE/ KG Renovation & Furnishing	
Oct and Nov-13	Assessment for cluster 8 KGs +Supervising renovation works for cluster 7 KGs and furnishing KGs for cluster 7
Nov and Dec-13	Supervising renovation works for cluster 7 KGs +Taking over for cluster 7 KGs and furnishing KGs for cluster 7 and distributing materials for 72 rented school.
Component 2.1 YTC/ MIS	
Component 2.2: YTC / STC	
1-31-Oct-13	Conducted 25 Pathways to the future visits to follow up the implementation of the sessions in six Educational Directorates (5 in Jarash , 3 in Ajloun , 6 Al in Koora ,1 in Rusayfa , 3 in Naor, 7 in Wadi al Seer)
1-30-Nov-13	Conducted 30 Pathways to the future visits to follow up the implementation of the sessions in 8 Field Directorates (6 in Jarash, 3 in Ajloun, 1 in Al Koura , 3 in Deir Ala, 3 in Rusayfa, 4 in Naowr, 5 visits in Wadi al Seer, 5 in Southern Mazar)
1-12-Dec-13	Conducted 8 Pathways to the Future visits to follow up the implementation of the sessions in three Field Directorates (3 in Rusayfa, 1 in Wadi al Seer and 4 in Southren Mazar)
YTC/STC/ Renovation	
Oct-13	Supervising renovation works and taking over for the Counselor Offices.
Oct and Nov-13	Furnishing the counselor offices.
Component 2.3: YTC / LStS	
1-31-Oct-13	Conducted Ten field visits to follow up the implementation of the LSTS sessions in six field Directorates (4 in Aqaba, 2 in North Mazar,1 in Eastern Badieh, 1 in South Shona , 1 in Jeeza , 1 in Naowr)
1-30-Nov-13	Conducted Seventeen field visits to follow up the implementation of the LSTS sessions in eight Field Directorates (5 in Jarash, 1 in Western Badieh, 1 in North Mazar , 2 in Qwesma , 4 in Salt , 1 in Naowr, 1 in South Shona ,2 in Theban)
1-12-Dec-13	Conducted two field visits to follow up the implementation of the LSTS sessions at two schools in North Mazar and Jarash Field Directorates.
YTC /LS/ Renovation	
Oct-13	Supervising renovation works and taking over for the 4 Sport areas.
Nov and Dec-13	Distributing Sport Kits for 21 school.
Component 3: PD	
19-Nov-13	QA field trip to Al Tafilah FD Induction Specialized training location.
21-Nov-13	QA field trip to Al Ruseifah FD Induction Specialized training location.
25-Nov-13	QA field trip to Bani Obeid-Northern Mazar FDs Induction Specialized training location.
26-Nov-13	QA field trip to Qasabat Al Mafrag FD Induction Specialized training location.
10-Dec-13	Field trip to follow up on MoE's implementation of the In-service General training program in Sahab FD.
MoE newly constructed schools by USAID	
27-Nov-13	Conducted field visit by ERSP team to Al Jofeh school to attend the first change dissemination event in the school.
5-Dec-13	Conducted field visit by ERSP team to Safieh Bint Abd Al Mutaleb School to attend the 2nd change dissemination event.
3-Oct-13	Conducted field visit by ERSP team, USAID, and MoE to Aisha Al Baouneye School

	to participate in the school inauguration and signing the DOAG agreement with US embassy.
24-Oct-13	QA field visit was conducted to Al Bnayyat School by ERSP team.
27-Oct-13	QA field visit was conducted to Khawla Bint Al Azwar School and to Al Aghwar North Field Directorate to address certain challenges the school face till the date related to staffing, and maintenance issues.
2-Oct-13	One visit was conducted to Al Marj School by ERSP and Al Karak FD director to address the challenge of teachers refuse to attend the training because of their problems with the principal. The FD enhanced the role of the principal and thanked her for the great efforts, emphasized on the importance for teachers to attend the training and have made it clear that teachers who do not attend the training should be warned.
Component 4: Data Use	
4-Nov-13	Conducted field visits to Al Mazra'a Basic Co School in Al Aghwar South FD and to Al Rawda Secondary Girls School in Al Shoune South FD to check on the implementation of the transition training.
5-Nov-13	Conducted field visits to Al Kahldya School in Al Badya North West FD to check on the implementation of the transition training.
17-Nov-13	Conducted field visits to Ein Al Basha and Al Salt FDs to check on the implementation of the onsite support activities.
18-Nov-13	Conducted field visits to Al Qwesmeh and Sahab FDs to check on the implementation of the onsite support activities.
25Nov-13	Conducted field visits to Al Koora FD to check on the implementation of the onsite support activities.
Component 4.3: Strengthened Monitoring and Evaluation of the JEI	
21/11/2013	<p>The study tour was conducted by the JEI (IT specialist) in Bristol/England where he visited Tribal company, which is a pioneer company in this subject. Different schools assessment tools were presented and discussed by Tribal, those tools are offered worldwide and mainly to UK, New Zealand and USA and focus on the five main factors of self-school evaluation as in the following:</p> <ol style="list-style-type: none"> 1. Quality of learning. 2. Quality of teaching. 3. School behaviour and achievements. 4. The quality of leadership and management for the school. 5. Stockholders engagement. <p>A report was drafted afterward to summarize the lessons learned and recommendations.</p>

Consultants

Dates	Name of Consultant	Activity & Deliverables
Component 1 ECE:		
Component 2: YTC		
Component 3: PD		
24-28-Nov-13	Dr. Joanne Robinson	Developing a frame work for continuous professional development for leaders.
20-14-Nov-13 1-2-Dec-13	Karl Turnbull	Open EMIS database development (ECE quality assurance and PD tracking data system development).
Component 4: DU		

Annexes

Annex 1: Quarterly Report Detailed Activity Matrix

The Year 5, Quarter 2 Detailed Activity Matrix for all components is attached in the following hyperlinked document: [3. Y5Q2 Activity Matrix 28 Jan 14 Submit.xls](#)

Annex 2: Status of training workshops and activities for NCS Schools in Year

School Name	PD Training Program 1	PD Training Program 2
Princess Alya'a School	Modern Teaching Strategies	-
Aysha'a Al Baouneye School	The Differentiated Learning	Modern Teaching Strategies
Al Jofeh School	Modern Teaching Strategies	-
Khawala Bint Al Azwar School	New Teaching Strategies for ECE	Practical Rotation Models

School Name	Team Building Activities
Abdelmunem Riyad School	Y5Q3(One Team Building Activity)
Saad Bin Abi Waqas School	Y5Q3(One Team Building Activity)
Al Bnayad School	Y5Q3(One Team Building Activity)
Al Jofeh School	Y5Q3 (Two Team Building Activities)
The 8 th Area School	Y5Q3(Two Team Building Activities)

School Name	The 2 nd Change Dissemination Event
Abdelmunem Riyad School	Y5Q3
Al Madina Al Wardya School	
Al Bnayad School	
Al Marj School	
Hetin School	
Aysha'a Bint Abi Bakr School	
Um Al Somaq Al Janoobi School	
Fatima'a Al Zahra'a School	
Princess Alya'a School	
Aysha'a Al Baouneye School	
Al Jofeh School	
Khawala Bint Al Azwar School	